

**Title of Instructional Materials:** Math Expressions

**Grade Level:** Grade 4

## Summary of Math Expressions

|  |   |
|--|---|
| <p><b>Overall Rating:</b></p> <p><input type="checkbox"/> Weak (1-2)<br/><input checked="" type="checkbox"/> Moderate (2-3)<br/><input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b><br/>Very good relation to the common core standard within the materials. Good job with constructed response throughout the program. Good ESL piece for each lesson. This program spends a great deal of time with justifying answers and communicating about the math work. The student book seemed to be missing many standards without the accompanying teacher's guide. Good RTI component.</p> | <p><b>Important Mathematical Ideas:</b></p> <p><input type="checkbox"/> Weak (1-2)<br/><input checked="" type="checkbox"/> Moderate (2-3)<br/><input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p> |
| <p><b>Skills and Procedures:</b></p> <p><input type="checkbox"/> Weak (1-2)<br/><input checked="" type="checkbox"/> Moderate (2-3)<br/><input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p>   | <p><b>Mathematical Relationships:</b></p> <p><input type="checkbox"/> Weak (1-2)<br/><input checked="" type="checkbox"/> Moderate (2-3)<br/><input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p>   |

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| Standard | Chapter/Section/Page | IMI | S&P | MR | Justification  | Missing            | Overall |
|----------|----------------------|-----|-----|----|--|--------------------|---------|
| 4.OA.1   | ch 1-5               | 3   | 2   | 3  | also connects to division. Real world questions            |                    | 3       |
| 4.OA.2   | ch 1-5               | 3   | 2   | 3  | multiple formats but without drawings or equations         |                    | 3       |
| 4.OA.3   | ch 7 les 7 and 13    | 3   | 2   | 2  | good multistep problems without checking reasonable        | checking, estim.   | 2       |
| 4.OA.4   | ch 1-8               | 2   | 3   | 2  | only one lesson--don't miss it!                            | multiples          | 2       |
| 4.OA.5   | ch 8-1               | 3   | 2   | 2  | focus is not on the rule but on the pattern                |                    | 2       |
| 4.NBT.1  | ch 11-4              | 2   | 2   | 2  | within the context of decimal place values                 |                    | 2       |
| 4.NBT.2  | ch 3-8               | 3   | 3   | 3  | covered well   |                    | 3       |
| 4.NBT.3  | ch 3-8               | 2   | 2   | 2  | what are rounding frames?                                  |                    | 2       |
| 4.NBT.4  | ch 3-8 thru 3-18     | 2   | 1   | 2  | algorithms are discussed but not sufficiently practiced    |                    | 2       |
| 4.NBT.5  | ch 5                 | 3   | 3   | 3  | insufficient rigor--lightly cover multiple methods         |                    | 3       |
| 4.NBT.6  | ch 7                 | 3   | 2   | 2  | insufficient rigor--lightly cover multiple methods         | rect arrays, area  | 2       |
| 4.NF.1   | ch 9-11 and 12       | 3   | 4   | 3  | good visuals and practice problems                         |                    | 3       |
| 4.NF.2   | ch 9-13              | 3   | 3   | 3  | covered well   |                    | 3       |
| 4.NF.3a  | ch 9                 | 4   | 3   | 3  | good visuals and practice problems                         |                    | 3       |
| 4.NF.3b  | ch 9-1 and 2         | 3   | 2   | 3  | introduced here and developed later on                     |                    | 3       |
| 4.NF.3c  | ch 9 les 9           | 2   | 2   | 2  | missing real world problems. No fluency here               |                    | 2       |
| 4.NF.3d  | ch 9-2               | 2   | 2   | 2  | only one lesson. Only 2 problems                           |                    | 2       |
| 4.NF.4a  | ch 9-12              | 1   | 1   | 1  | no mention of multiples                                    | multiples of 1/b   | 1       |
| 4.NF.4b  | ch 9-17              | 1   | 2   | 1  | no mention of multiples                                    | multiples of 1/b   | 1       |
| 4.NF.4c  | ch 9-17              | 2   | 2   | 1  | no instruction on how. No visual modelling                 |                    | 2       |
| 4.NF.5   | ch 11-1              | 1   | 1   | 2  | limited examples or equality. No addition shown            | add denom 10+100   | 1       |
| 4.NF.6   | ch 11-2              | 1   | 1   | 2  | connects to money, but only mentions on 1 page             |                    | 1       |
| 4.NF.7   | ch 11-3              | 3   | 3   | 3  | covered well   |                    | 3       |
| 4.MD.1   | ch 6                 | 3   | 4   | 3  | approx 1 page per unit of measure                          |                    | 3       |
| 4.MD.2   | ch 11-9-10           | 3   | 3   | 3  | not a lot of variety                                       | mass, lrg/sm units | 3       |
| 4.MD.3   | ch 2-4 thru 6        | 4   | 4   | 3  | covered well   |                    | 4       |
| 4.MD.4   |                      | 1   | 1   | 1  | line plots covered but not with fractions or solving prob  | frac line plots    | 1       |
| 4.MD.5a  | ch 4-1               | 1   | 1   | 1  | angles covered but not with circles or degrees of a circle | angles w/circles   | 1       |
| 4.MD.5b  |                      | 1   | 1   | 1  | publisher states this is outside the scope of this book    | angle meas turns   | 1       |
| 4.MD.6   | ch 4-1               | 2   | 2   | 2  | one example of how to measure. Few practice                |                    | 2       |
| 4.MD.7   | ch 4-1               | 1   | 1   | 1  | not mentioned. No addition or subt on diagrams             | add, subt angles   | 1       |
| 4.G.1    | Ch 4                 | 2   | 2   | 2  | identify only points, lines, seg, rays, para, perp         | draw figures       | 2       |
| 4.G.2    | ch 4-3               | 2   | 2   | 2  | triangles covered, not para, perp, angles                  | classify 2d shapes | 2       |

all Standards for Mathematical Practice receive a 4. Found throughout the program. Makes much of justifying answers to others.

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|       |        |   |   |   |                                   |   |
|-------|--------|---|---|---|-----------------------------------|---|
| 4.G.3 | ch 2-1 | 4 | 4 | 4 | real world and standard 2d shapes | 4 |
|-------|--------|---|---|---|-----------------------------------|---|

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